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books for teachers aims to meet this requirement, especially for the less experienced teachers. One recent volume<sup>1</sup> of this series deals with problems and methods of teaching history.

After defining certain legitimate reasons for teaching history in schools, and distinguishing these from "false and shallow justification," a clear statement is presented of the basis of selection of materials for pupils of different age groups and a detailed plan is outlined for organizing courses in English history for upper-grade pupils in either a one, two, three, or four years' sequence. Further discussion concerns the nature and use of the history textbook and the effective use of supplementary historical and literary source material, with specific reference to a number of especially valuable ones; types of historical exercises which may be employed as aids to the stimulation of interest and the retention of historical facts; and different ways of utilizing general, local, and recent history. Three specimen lesson-units are given in outline form—one illustrating a unit of pure narrative, one which describes a particular social situation, and one which centers about a national character. A final chapter points out some of the most common pitfalls which beset the teacher of history, and suggests means of avoiding them.

The book seems well calculated to serve its expressed purpose of providing the teacher "with some information as to the directions in which improvements in method have been suggested by various authorities, and to indicate the points where recent experiments have accomplished an acknowledged advance on previous practice."

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*Commercial and professional schools.*—Advance sheets<sup>2</sup> of the Bureau of Education's Biennial Survey of Education in the United States, 1916-18, covering the three sections dealing with normal schools, private commercial and business schools, and nurse-training schools, have been issued. This is the first time that a separate section of the report has been devoted to the last-named group, previous issues having included these schools in a summary report of professional education. The present report includes the name and location of all nurse-training schools known to be in existence whether or not statistical data could be presented, so that the list here included constitutes a complete directory of these schools in the United States.

Each of the bulletins defines, enumerates, and classifies the institutions of which it treats, and presents numerous tables and charts portraying the status and practices of such schools for the year 1917-18. Historical tables pertaining to certain items enable comparison of present conditions with those of previous

<sup>1</sup> EUGENE LEWIS HASLUCK, *The Teaching of History*. Cambridge, England: Cambridge University Press, 1920. Pp. 119.

<sup>2</sup> "Private Commercial and Business Schools, 1917-18," *United States Bureau of Education Bulletin No. 47*, 1919; "Nurse Training Schools, 1917-18," *Bulletin No. 73*, 1919; "Statistics of Normal Schools, 1917-18," *Bulletin No. 81*, 1919. Washington: Department of the Interior.

periods and suggest probable future tendencies. Where changes in the method of collecting, classifying, or reporting data have been made, these are described in the text. The bulletins furnish valuable information concerning the numbers and the distribution of the schools considered, their faculties, the enrolment, properties, financial support and expenditures, length of school term, and curricula.

The convenient form in which each of these sections of the report is presented will probably make certain a wider distribution among those interested in the facts which it contains.

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*Rural life and education.*—More and more the problems of rural life and education are challenging the interest and the attention of the expert in social and educational science. Two recent expressions of this interest have been received from Scribner's. The first<sup>1</sup> is a compilation of materials from numerous sources dealing with various phases of rural community life and organization. Regarding the present stage of rural community development as one of transition from an individualistic to a co-operative economy, it is the expressed purpose of the volume to bring together in organized form the available "knowledge of the past communal order, both ancient and modern, for the shaping and perfecting of the order that is to be."

The book is divided into three parts, each comprising four chapters, each chapter presenting material from several sources so organized as to constitute a comprehensive discussion of some unit phase of the general topic. Thus, the first part treats of the "Ancient Community," one chapter being given to each of the following topics: "The Primitive Village," "The Mediaeval Manor," "The Village Community in America," and "The Disintegration of the Village Community." Part II considers the "Modern Community" under the headings, "The Modern Community Defined," "Types of Communities," "Institutions of the Community," and "The Evolution of the Community." The latter half of the book is devoted to Part III, "Community Reconstruction." The first chapter is an extensive discussion of "The Problem," the selections utilized being concerned with the institutional conditions, the social activities, population, organization problems, and village conditions. Following a brief presentation of the program for rural socialization, the agencies which must be relied upon to effect the desired reconstruction are considered. These are educational, religious, recreational, environmental, directive, the community center, clubs, the council, the federation, the farm bureau.

Many of the selections included in the volume are the accounts of actual experiences and activities of specified communities. In addition to the Introduction, frequent supplementary discussions of special topics have been

<sup>1</sup> NEWELL L. SIMS, *The Rural Community*. New York: Charles Scribner's Sons, 1920. Pp. xxiii+916.